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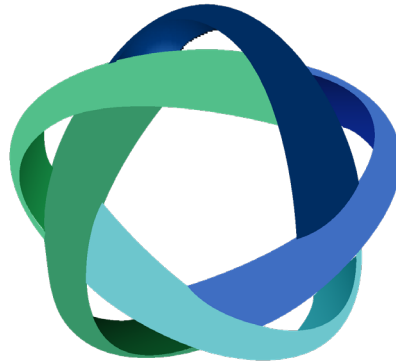
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V:InD:O:W

Multilingual and multicultural challenges FL classrooms

Includes:

- **Teacher's compendium:** overview of the content and teaching methods of the module (in reference to the other modules);
- List of **learning outcomes**;
- **References, reading list** and further reading suggestions;
- **Teaching unit:** 4 connected themes with hands-on research-informed, interactive and collaborative activities and materials; highlighting the perspective of: (a) theoretical knowledge; (b) empirical research; (c) practical classroom solutions; (d) insights from educational policy; (e) observation and evaluation of learning; (f) digital solutions
- **Reflection tool kit** for students and assessment/reflection suggestions for teachers.



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Prologue - *Fireplace Story*

Researchers from five different European countries have joined forces in this project called V:InD:O:W with the aim of contributing to the further development of inclusive education. The participating individuals come not only from different countries, but also from different universities, different disciplines, and even very different professions.



However, V:InD:O:W members are all united by the idea of making foreign language education accessible to all learners and the wish to focus on the question of how to create inclusive language learning environments, i.e., how to reduce "barriers to learning and participation" (Booth & Ainscow, 2002, p. 3), seek equity, and make engagement in foreign language education accessible to all students.



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They adopt the broad view of inclusion, which focuses on all students, including marginalized groups, and is thus not limited to those with disabilities (Thomas, 2013). The underlying assumption is that learner diversity should be viewed as an asset in the foreign language classroom and perceive it as an umbrella term that encompasses a range of differences observed at school, e.g., neurodiversity, cultural and linguistic variation, multilingualism, specific learning differences.

Enabling foreign language learning is particularly essential because mastering a foreign language not only enables participation in the respective society of a country, but also participation in the European society and community. Accordingly, the European Union attaches great importance to the learning of a foreign language. Yet learning a foreign language is generally a long process and not a trivial goal to pursue, as it requires the development of a multitude of competencies. While some learners may show high aptitude for foreign languages (Wen, Biedron & Skehan, 2017), individuals who experience learning difficulties stemming from biological, environmental, and psychosocial causes that affect their cognitive development and educational attainment (Carpenter, 2005) may require more elaborate support than what institutionalized foreign language education typically has to offer.

In terms of inclusion, however, all people must be given the opportunity to receive foreign language instruction that is tailored to their individual needs in the best possible way. In the sense of a broader understanding of inclusion (Lindmeier & Lütje-Klose, 2015, p. 7f.), it is therefore a matter of meeting all people as individuals and, from a teaching perspective, doing justice to their needs. This broad understanding of inclusion thus assumes the individuality and appreciation of all learners.

The aim of the project is to develop teaching-learning materials for (prospective) teachers through which they will acquire and develop competencies that will enable them to design their foreign language teaching in an inclusive way. The materials focus on different manifestations of vulnerable groups of learners.

In addition to the content-related objectives, the modules have a similar structure in common. Nevertheless, as described, they focus on different topics and therefore have individual learning paths. We pursue the goal of "commonality in diversity". Thus, the modules radiate in different directions in terms of content, but always come together through the core idea of the project.

There is no sequence for editing. Also, not all modules have to be processed. All this can be done individually according to your needs. We wish you a lot of fun and good success with the processing.





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Booth, T., & Ainscow, M. (2002). *Index for INCLUSION: Developing Learning and Participation in Schools*. Centre for Studies on Inclusive Education.

Council of the European Union. (2018). *Council Recommendation of 22 May 2018 on key competences for lifelong learning*. [https://eur-lex.europa.eu/legal-content/DE/TXT/PDF/?uri=CELEX:32018H0604\(01\)&from=SV](https://eur-lex.europa.eu/legal-content/DE/TXT/PDF/?uri=CELEX:32018H0604(01)&from=SV) (17.02.2021).

Lindmeier, C. & Lütje-Klose, B. (2015). Inclusion as a cross-cutting task in educational science. *Erziehungswissenschaft*, 26(51), 7-16.

Thomas, G. (2013). A Review of Thinking and Research about Inclusive Education Policy, with Suggestions for a New Kind of Inclusive Thinking. *British Educational Research Journal*, 39(3), 473-490.

Wen, Z., Biedron, A., & Skehan, P. (2017). Foreign language aptitude theory: Yesterday, today and tomorrow. *Language Teaching*, 50(1), 1-31.



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Teacher's compendium (for the whole module)

Gómez-Parra (2020, p. 46) states:

“...the Council of Europe has established new scales in its recent revision of the Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2018), according to which the different skills are divided into four types of activities, namely: reception, production, interaction, and mediation; and into two competences: communicative linguistic competence; and plurilingual and pluricultural competence.”

Then, she continues (Gómez-Parra, 2020, p. 46):

- “1. Learning second languages improves intercultural communicative practices (Moeller & Nugent, 2014).
2. Language and culture are closely related (Kramersch, 2011).
3. Teachers' planning and classroom strategies largely influence intercultural communicative practices (Byram et al., 2002).
4. Good knowledge about the first culture improves intercultural communicative practices (Samovar, Porter, Mcdaniel, & Roy, 2013).”



Teacher's compendium (for the whole module)

This module (no. 3 of the series) entitled "**Multilingual/multicultural challenges FL classrooms**" aims at equipping teacher educators (engaged in university teacher education as well as offering in-service teacher training) with classroom-ready teaching/learning resources needed to define and critically discuss key concepts relevant to the role of multiple (heritage) languages and various cultural backgrounds that students bring into the foreign language classroom. Nowadays, more than ever, the potential challenges of having multi- (both, -lingual and -cultural) classes are more likely than ever (consider immigration, war refugees or just mobility for working reasons, among other many reasons people change their lives in 21st century), which can put teachers to the test. This module focuses on the social, affective and linguistic challenges that multilingual and multicultural foreign language classrooms can experience.

Thus, the module responds to the needs of foreign language teacher educators to provide pre- and in-service teachers with sufficient knowledge and skills that allow them to address social, emotional and language related challenges associated with linguistic and cultural diversity of the students in a sustainable, informed and responsible manner in their (future) profession as foreign language teachers.





Teacher's compendium (for the whole module)

The module is innovative in that it offers a classroom-ready solution that integrates multiple and international perspectives necessary to get a comprehensive understanding of the phenomenon in question:

- (A) Theoretical knowledge (e.g., a discussion of key concept such as culture, multiculturalism, diversity, bilingual lexicon, language varieties, affective states associated with language use).
- (B) Empirical results (e.g., studies that explore language learning processes of multicultural, monolingual and bilingual students; studies that focus on the various degrees of prestige associated with language varieties and dialects).
- (C) Practical classroom solutions and experiences of personnel directly involved in FL teaching practices (e.g., activities that raise cultural and linguistic awareness of students).
- (D) Insights from national and EU education policy makers (e.g., policies and guidelines that regulate the inclusion of various dialects and heritage languages into foreign language classroom practice).



Teacher's compendium (for the whole module)

(E) Solutions for diagnostic and evaluative tools (e.g., tools that capture cultural diversity or cultural identities of groups of learners to be used in foreign language classrooms).

(F) Solutions that digital tools can offer to aid reading processes (e.g., the use of digital translation tools to raise linguistic awareness of students).

The insights and skills gained upon the completion of the module are expected to impact future foreign language teaching practice and foster the awareness of cultural and linguistic diversity of ALL pupils, but especially of those students for whom linguistic or cultural diversity can act as a hindering factor in the educational process. As increased cultural and linguistic diversity are statistically expected to occur in most European school systems, this topic is relevant to all foreign language teachers and can be transferred to other universities and by extension school systems. In this sense, pre- and in-service foreign language teachers who receive the instruction act as multipliers with the capacity to implement the transfer of knowledge and competences to pupils at schools.





Learning Outcomes

Upon the completion of the module, student teachers will (be able to):

- ✓ Critically reflect on the intrinsic relationship between languages and the culture they convey.
- ✓ Identify some of the complexities attached to the concepts / terms 'culture' and 'language'.
- ✓ Analyze and critically evaluate different ways of understanding the concept of language and the concept of culture, and the interrelation between them.
- ✓ Discuss the influence of language into culture.
- ✓ Identify the differences between linguistic and non-linguistic communication and the culture portrayed in them.
- ✓ Familiarize themselves with different ways of understanding and carrying out communication.



Teaching Unit 1: The concept of 'culture'

Perspectives

- A) Theoretical knowledge
- B) Empirical research
- C) Practical classroom solutions





TEACHING UNIT 1

Perspective A:
Theoretical knowledge, Empirical research &
Practical classroom solutions

In this section you will:

- ✓ *Identify some of the complexities attached to the concept / term 'culture'.*
- ✓ *Evaluate different ways of understanding 'culture'.*
- ✓ *Begin articulating your own preferred understanding of this term.*

Activities
UNLEASHED





TEACHING UNIT 1

Perspective A:
Theoretical knowledge, Empirical research &
Practical classroom solutions

1.1. Warming-up

Have you ever felt that someone was discriminating you?

If so, would you like to share the story with the classroom? Why was it?

Please, watch attentively **this video**

What can you infer from this situation?

Activities
UNLEASHED





TEACHING UNIT 1

Perspective A: Theoretical knowledge, Empirical research & Practical classroom solutions

1.2. Theoretical knowledge and research:

1.2.1. THE TERM 'CULTURE': HISTORICAL BACKGROUND

The term 'culture' was coined in the 16th century by European inhabitants. 'Culture' is defined by opposition to another culture. Thus, multiculturalism at the heart of the concept.

1.2.2. THE CONCEPT OF 'CULTURE' REVISITED

✓ **Culture-Nature.** Herskovits (1948, p. 17):

“Culture is the man-made part of the environment”.

✓ **Culture-The Subject.** Claret (1990, p. 16):

“Culture is a set of forms which mediate in the relationships of the subject with others.”

✓ **Cultural Heritage:** Bruner (1966).

✓ **Objective Concept?** Camilleri (1985).



Can you, please, draw a diagram to explain how the term 'culture' has evolved along the 20th century?

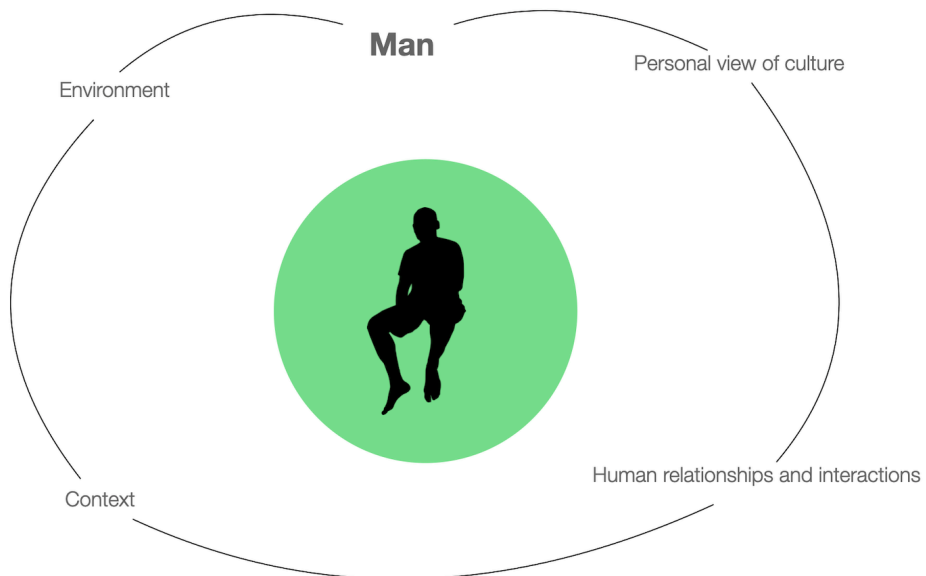


TEACHING UNIT 1

Perspective A: Theoretical knowledge, Empirical research & Practical classroom solutions

1.2.2. Theoretical knowledge and research

This is an example of what students can produce for the exercise at p. 10:





TEACHING UNIT 1

Perspective A: Theoretical knowledge, Empirical research & Practical classroom solutions

1.2. Theoretical knowledge and research:

1.2.3. THE CONCEPTS OF LANGUAGE & CULTURE REVISITED

- ✓ **Language-culture binomial:** Sapir-Whorf Hypothesis (1966).
- ✓ **Metaphor:** Lakoff (1987) (e.g., money & time).



THEN,

Are cultures homogeneous, self-contained entities?

Pluralistic re-orientation of the term

Complex relationship between language and culture

These questions will help students reflect on the concept of 'culture' through a collaborative brainstorming activity:

Find 3 paper tablecloths and set 3 groups of students. Then, write each one of these questions on each of the 3 tablecloths and give one to each group of students. Ask them to write keywords to answer the questions and circulate the tablecloths among the groups. Allocate 20-25 minutes to this activity.

Then, set a discussion among the 3 groups of students to obtain a critical viewpoint on the 3 questions. It is strongly advised that students have read some of the references beforehand.





TEACHING UNIT 1

Perspective A: Theoretical knowledge, Empirical research & Practical classroom solutions

1.3. Practical classroom solutions:

1.3.1. THE PROBLEM WITH 'CULTURE' AND HOW IT IS ATTACHED TO THE 'LANGUAGE'

Please, read the following quotations:

- ✓ "Culture is the collective programming of the mind which distinguishes the members of one category of people from another." (Hofstede, 1984, p. 51).
- ✓ "Culture is the shared knowledge and schemes created by a set of people for perceiving, interpreting, expressing, and responding to the social realities around them" (Lederach, 1995, p. 9).
- ✓ "Culture is defined as the shared patterns of behaviors and interactions, cognitive constructs, and affective understanding that are learned through a process of socialization. These shared patterns identify the members of a culture group while also distinguishing those of another group." (CARLA, 2021, par. 1).





TEACHING UNIT 1

Perspective A: Theoretical knowledge, Empirical research & Practical classroom solutions



A. Can you see any 'evolution' in the definition of the term 'culture'?

Yes

No

B. Please, complete the following prompt to produce your initial, one-sentence definition of the term 'culture':

"By 'culture' I mean..."

C. Can you identify the main elements in the definition of the term 'culture'?



Teaching Unit 2: The concept of 'language'

Perspectives

- A) Theoretical knowledge
- B) Empirical research
- C) Practical classroom solutions



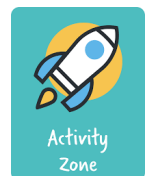


TEACHING UNIT 2

Perspective A:
Theoretical knowledge, Empirical research &
Practical classroom solutions

In this section you will:

- ✓ *Identify some of the complexities attached to the concept / term 'language' .*
- ✓ *Evaluate different ways of understanding 'language'.*
- ✓ *Begin articulating your own preferred understanding of this term.*

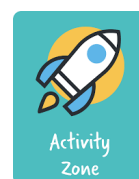




TEACHING UNIT 2

Perspective A:

Theoretical knowledge, Empirical research & Practical classroom solutions



2.1. Warming-up:

What do you think it means to speak a language?

Now, please, watch **this video**

After watching the video, in which ways your idea of what it means to speak a language has changed? Something you would add to your initial idea?



TEACHING UNIT 2

Perspective A: Theoretical knowledge, Empirical research & Practical classroom solutions

2.2. Theoretical knowledge and research:



2.2.1. THE TERM 'LANGUAGE'

Please, read carefully the next quotation by Chomsky (1997, p. 6):

“To begin with, what do we mean by “language”? There is an intuitive common-sense concept that serves well enough for ordinary life, but it is a familiar observation that every serious approach to the study of language departs from it quite sharply. It is doubtful that the common sense concept is even coherent, nor would it matter for ordinary purposes if it were not. It is, in the first place, an obscure sociopolitical concept, having to do with colors on maps and the like, and a concept with equally obscure normative and teleological elements, a fact that becomes clear when we ask what language a child of five, or a foreigner learning English, is speaking – surely not my language, nor any other language, in ordinary use. Rather, we say that the child and foreigner are “on their way” to learning English, and the child will “get there”, though the foreigner probably will not, except partially. But if all adults were to die from some sudden disease, and children of five or under were to survive, whatever it is that they were speaking would become a typical human language, though one that we say does not now exist. Ordinary usage breaks down at this point, not surprisingly: its concepts are not designed for inquiry into the nature of language.”



TEACHING UNIT 2

Perspective A: Theoretical knowledge, Empirical research & Practical classroom solutions

2.3. Practical classroom solutions:



2.3.1. THE TERM 'LANGUAGE'

- a. *What do you think are the main features of language for Chomsky?*
- b. *Can you find any similarities between language and culture?*

2.3.2. THE RELATIONSHIP BETWEEN 'LANGUAGE' AND 'CULTURE'

✓ Kramersch (1948, p. 17) states:

“Language is the principal means whereby we conduct our social lives. When it is used in contexts of communication, it is bound up with culture in multiple and complex ways. The people express facts, ideas or events that are communicable because they refer to a stock of knowledge about the world that other people share. In other words, *language expresses cultural reality.*”

- a. *Do you agree with this statement by Kramersch?* Yes No
- b. *Can you give an example of how your first language expresses a cultural reality?*



TEACHING UNIT 2

Perspective A: Theoretical knowledge, Empirical research & Practical classroom solutions

2.3. Practical classroom solutions:



2.3.3. THE TERM 'LANGUAGE' AND THE TERM 'CULTURE' (AS INITIALLY SEPARATED):

a. *Please, visit www.mentimeter.com and create a poll (Wordcloud) for students:*

Slide a: Please, write the 5 most representative words for the definition of the concept 'culture'.

Slide b: Now, please, write 5 defining words for the term 'language'.

b. Show results in the classroom and create a discussion among students with the following questions:

- Why were these words representative of the concept 'culture'?
- In which ways do these words define the concept of 'culture'?
- Would you add any other?
- Why were these words representative of the concept 'language'?
- In which ways do these words define the concept of 'language'?
- Would you add any other?
- Which words are found in both definitions?
- What do you think it means?



Teaching Unit 3:

Pluri- vs. Multi- lingual / cultural

Perspectives

- A) Theoretical knowledge
- B) Challenges of plurilingual and pluricultural classrooms
- C) Practical classroom solutions





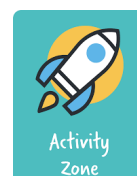
TEACHING UNIT 3

Perspective A:

Theoretical knowledge, Insights from national and EU education policy makers & Practical classroom solutions

In this section you will:

- ✓ Differentiate 'multi-' from 'pluri-' 'lingualism' and 'multi-' from 'pluri-' 'culturalism'.
- ✓ Raise awareness on your own linguistic identity.
- ✓ Raise awareness on your own cultural identity.
- ✓ Raise awareness on your plurilingual and pluricultural identity.



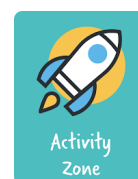


TEACHING UNIT 3

Perspective A:

Theoretical knowledge, Insights from national
and EU education policy makers & Practical
classroom solutions

3.1. Warming-up:



Is there, according to your opinion, any difference between being pluri- or multi-lingual? Yes No

If so, can you establish the differences between these two terms?

Now, please, watch this **video** (E. Piccardo – U. of Toronto, 2018)

So, what are the main features of pluri- vs. multi-lingual competences?



TEACHING UNIT 3

Perspective A:

Theoretical knowledge, Insights from national and EU education policy makers & Practical classroom solutions

3.2. Insights from EU education policy:



3.2.1. THE TERMS 'MULTILINGUAL' AND 'PLURILINGUAL'

The *Common European Framework of Reference for Languages* (CEFR, 2001) distinguishes between:

- **Multilingualism:** the coexistence of different languages at the social or individual level.

and

- **Plurilingualism:** the dynamic and developing linguistic repertoire of an individual user/learner.

Plurilingualism is presented in the CEFR as an **uneven and changing competence**, in which the user/learner's resources in one language or variety may be very different in nature from their resources in another.

However, **the fundamental point** is that plurilinguals have a **single, interrelated, repertoire** that they combine with their general competences and various strategies in order to accomplish tasks (CEFR, 2001, Section 6.1.3.2).



TEACHING UNIT 3

Perspective A:

Theoretical knowledge, Insights from national and EU education policy makers & Practical classroom solutions

3.4. Insights from EU education policy:

3.4.1. THE PLURILINGUAL COMPETENCE

Plurilingual competence, as explained in the CEFR (2001, Section 1.3), involves the ability to call flexibly upon an interrelated, uneven, plurilinguistic repertoire to:

- switch from one language or dialect (or variety) to another;
- express oneself in one language (or dialect, or variety) and understand a person speaking another;
- call upon the knowledge of a number of languages (or dialects, or varieties) to make sense of a text;
- recognise words from a common international store in a new guise;
- mediate between individuals with no common language (or dialect, or variety), even if possessing only a slight knowledge oneself;
- bring the whole of one's linguistic equipment into play, experimenting with alternative forms of expression;
- exploit paralinguistics (mime, gesture, facial expression, etc.).



TEACHING UNIT 3

Perspective A:

Theoretical knowledge, Insights from national
and EU education policy makers & Practical
classroom solutions

3.5. Classroom practice

3.5.1. THE TERMS 'PLURILINGUAL' AND 'MULTILINGUAL'

Exercise 1: Reflection time

After reading these texts, please, say if you consider yourself being either
'pluri-' or 'multi-' 'lingual'.

"I consider myself"...

...plurilingual

...multilingual

Please explain your answer briefly by continuing the following
sentence. A short paragraph is sufficient but do elaborate if you like:

I (do not) consider myself to be plurilingual because...



TEACHING UNIT 3

Perspective A: Theoretical knowledge, Insights from national and EU education policy makers & Practical classroom solutions

3.5. Classroom practice

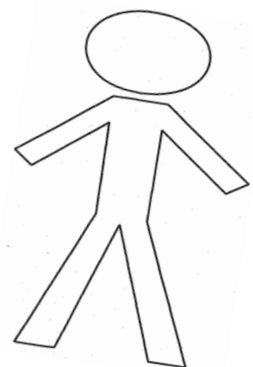
3.5.1. THE TERMS 'PLURILINGUAL' AND 'MULTILINGUAL'

Exercise 2: Drawing time

Now copy the following basic scheme of a human body. Imagine that this manikin represents you. We will call this **your language portrait**.

Take some time and add all the languages, dialects, or other varieties that are/were somehow relevant/important to you. This can include languages you speak and use, as well as languages you might want to learn or learned/used in the past; or languages that are otherwise important. It is up to you how you integrate them or where you place them.

Feel free to get as creative as you like.





TEACHING UNIT 3

Perspective A:

Theoretical knowledge, Insights from national
and EU education policy makers & Practical
classroom solutions

3.5. Classroom practice

3.5.1. THE TERMS 'PLURILINGUAL' AND 'MULTILINGUAL'



Exercise 2 (continued)

Looking at this representation of yourself answer the following questions.
Take notes (you can add the information in your language portrait if you like):

- a. What **significance** does each language you named have for you personally?/Why did you include it (e.g., personal/emotional significance, advantages/requirements in your line of work, related to specific interests like hobbies, etc.)?

- b. Is there as specific reason as to where you **placed** the languages (e.g., in the legs, in the head, outside/inside the figure)? If so, please elaborate.

- c. In case you used different colouring or added other markers (e.g., flags, symbols, specific words, etc.) for the languages: Was there any **reason** for you in doing so? If yes, please elaborate.



TEACHING UNIT 3

Perspective A:

Theoretical knowledge, Insights from national and EU education policy makers & Practical classroom solutions

3.5. Classroom practice

3.5.1. THE TERMS 'PLURILINGUAL' AND 'MULTILINGUAL'



d. Do you **speak** all the languages you noted down (equally well)? If not, please elaborate on the differences.

e. Are all the languages you put in your language portrait technically speaking what you would call an '**official standard language**'? If not, what label would you give those which are not?

f. To what extent do **cultural** (or non-linguistic) aspects **influence** the significance the languages you included in your language portrait have for you? (e.g. do you want to learn a particular language because of the culture(s) you associate with that language or people who speak that language?).



TEACHING UNIT 3

Perspective A:

Theoretical knowledge, Insights from national and EU education policy makers & Practical classroom solutions

3.6. Theoretical knowledge and research:

3.6.1. THE TERMS 'PLURILINGUAL' AND 'PLURICULTURAL'

The **linked concepts of plurilingualism/pluriculturalism** and partial competences were introduced to language education for the first time in the second provisional version of the CEFR in **1996**.

They were developed as a form of **dynamic, creative process of “linguaging”** across the boundaries of language varieties, as a methodology and as language policy aims.

The background to this development was a series of studies in bilingualism in the early 1990s at the research centre CREDIF (Centre de recherche et d'étude pour la diffusion du français) in Paris.

The curriculum examples given in CEFR 2001 Chapter 8 consciously promoted the concepts of plurilingual and pluricultural competence.

These two concepts appeared in a more elaborated form in 1997 in the paper “Plurilingual and pluricultural competence.”





TEACHING UNIT 3

Perspective A:

Theoretical knowledge, Insights from national and EU education policy makers & Practical classroom solutions

3.6. Theoretical knowledge and research:

3.6.1. THE TERMS 'PLURILINGUAL' AND 'PLURICULTURAL'

Most of the references to plurilingualism in the CEFR are to “plurilingual and pluricultural competence”. This is because the two aspects usually go hand-in-hand.

Having said that, one form of unevenness may actually be that one aspect (for example, pluricultural competence) is much stronger than the other (for example, plurilingual competence; see CEFR, 2001, Section 6.1.3.1).

One of the reasons for promoting the development of plurilingualism and pluriculturalism is that experience of them:

- “exploits pre-existing sociolinguistic and pragmatic competences which in turn develops them further;
- leads to a better perception of what is general and what is specific concerning the linguistic organisation of different languages (form of metalinguistic, interlinguistic or so to speak “hyperlinguistic” awareness);
- by its nature refines knowledge of how to learn and the capacity to enter into relations with others and new situations. It may, therefore, to some degree accelerate subsequent learning in the linguistic and cultural areas.” (CEFR, 2001, Section 6.1.3.3)



TEACHING UNIT 3

Perspective A:

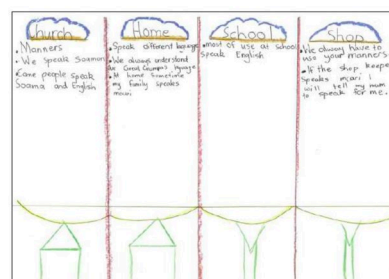
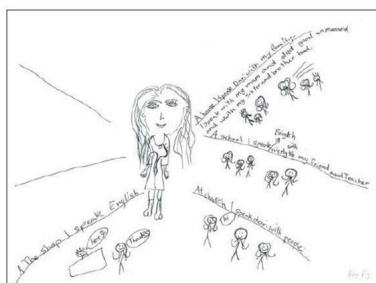
Theoretical knowledge, Insights from national and EU education policy makers & Practical classroom solutions

3.7. Classroom practice

3.7.1. THE TERMS 'PLURILINGUAL' AND 'MULTILINGUAL'

Exercise 1: Connection and Separation Maps

This is a proposal for Primary or Early Childhood Education students, who can interview each other about how many languages they speak, with whom, when and where, and the extent to which they act as intermediaries for friends or family or translate texts for them. Results are drawn in "language maps" showing the way they read, write, speak and listen in different languages/varieties in their linguistic repertoires. Some children produce what the researchers (Somerville, D'warte, & Brown, 2014) call 'connection maps' (see below) -typically with themselves at the centre- while others produce maps emphasising the separate use of languages in different domains (which the researchers call 'separation maps' - see below). This exercise can be seen as the adaptation of the 'language portrait', which is more appropriate for adult students.





TEACHING UNIT 3

Perspective A:

Theoretical knowledge, Insights from national and EU education policy makers & Practical classroom solutions

3.8. Theoretical knowledge and research:

3.8.1. THE TERMS 'PLURILINGUAL' AND 'PLURICULTURAL'

Plurilingualism and pluriculturalism focus on **interconnectedness** of different languages and cultures rather than on their differences and stress the importance of evolving profiles that value even the most partial competences in and awareness of languages and cultures.

They were developed as a form of **dynamic, creative process of “linguaging”** across the boundaries of language varieties, as a methodology and as language policy aims.

“**Plurilingual competence** is defined as the ability to use a **plural repertoire of linguistic and cultural resources** to meet communication needs or interact with people from other backgrounds and contexts, and enrich that repertoire while doing so. The **repertoire consists of resources** which individual learners have acquired in all the **languages** they know or have learned, **and** which also relate to the **cultures** associated with those languages... The plurilingual perspective centres on learners and the development of their individual plurilingual repertoire, and not each specific language to be learnt”. (Beacco et al., 2016, p. 20, emphasis added)



TEACHING UNIT 3

Perspective A:

Theoretical knowledge, Insights from national and EU education policy makers & Practical classroom solutions

3.8. Classroom practice

3.8.2. THE TERMS 'PLURILINGUAL' AND 'PLURICULTURAL'

Exercise 1: Greetings!

This is a simple and yet powerful way to introduce and discuss cultural aspects of everyday life that often go unnoticed. Its main goal is to help students develop pluricultural competence.

	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
PL	Dzien dobry										Dobry wieczór			Dobranoc				
CZ	Dobré jitro				Dobry den						Dobry večer			Dobrou noc				
R	Доброе утро			Добрый день							Добрый вечер			Спокойной ночи				
D	Guten Morgen			Guten Tag						Guten Abend			Gute Nacht					
E	Good morning				Good afternoon						Good evening			Good night				
I	Buon giorno								Buona sera						Buona notte			
F	Bonjour										Bonsoir			Bonne nuit				
Sp	Buenos días					Buenas tardes					Buenas noches							
H	Jó reggelt			Jó napot						Jó estét			Jó éjszakát					
Jap	Ohayo			Konnichiwa						Konbanwa			Oyasumi					

Doyé, P. (1999). *The intercultural dimension: Foreign language education in the primary school*. Comelsen.

Instructions:

- Observe the table: What do you notice?
- How do different cultures/languages organize the day?



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3.8.2. THE TERMS 'PLURILINGUAL' AND 'PLURICULTURAL'

	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
PL	Dzien dobry						Dobry wieczór						Dobranoc					
CZ	Dobré jitro				Dobry den				Dobry večer				Dobrou noc					
R	Доброе утро			Добрый день						Добрый вечер			Спокойной ночи					
D	Guten Morgen			Guten Tag						Guten Abend			Gute Nacht					
E	Good morning			Good afternoon						Good evening			Good night					
I	Buon giorno						Buona sera						Buona notte					
F	Bonjour						Bonsoir						Bonne nuit					
Sp	Buenos días				Buenas tardes				Buenas noches									
H	Jó reggelt		Jó napot				Jó estét				Jó éjszakát							
Jap	Ohayo			Konnichiwa						Konbanwa			Oyasumi					

Doyé, P. (1999). *The intercultural dimension: Foreign language education in the primary school*. Comelsen.

c. What does that reveal in relation to: mealtimes, types of meals, bedtime, working time, etc.

d. There are similarities and differences. List and discuss what you consider the most striking similarities and differences.



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3.8. Classroom practice

3.8.2. THE TERMS 'PLURILINGUAL' AND 'PLURICULTURAL'

Exercise 1: Greetings! (continued)

This exercise can be practised at different levels of proficiency and can be used from a plurilingual point of view to increase awareness of similarities between languages of the same family.

Building on pluricultural repertoire	A1	Can recognise differing ways of numbering, measuring distance, telling the time, etc. even though they may have difficulty applying this in even simple everyday transactions of a concrete type.
Building on pluricultural repertoire	A2	Can recognise and apply basic cultural conventions associated with everyday social exchanges (e.g. different greetings, rituals).
Building on pluricultural repertoire	B1	Can discuss in simple terms the way their own culturally determined actions may be perceived differently by people from other cultures.
Building on pluricultural repertoire	B1	Can discuss in simple terms the way in which things that may look "strange" to them in another sociocultural context may well be "normal" for the other people concerned.
Plurilingual comprehension	A1	Can recognise internationalisms and words/signs common to <i>different languages</i> (e.g. haus/hus/house) to: -deduce the meaning of simple signs and notices; -identify the probable message of a short, simple text
Identifying cues and inferring	A1	Can guess the probable meaning of an unknown word/sign that is similar to one in the language they normally use.
Identifying cues and inferring	B1	Can deduce the probable meaning of unknown words/signs in a text by identifying their constituent parts (e.g. identifying roots, lexical elements, suffixes and prefixes).



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3.8. Classroom practice

3.8.2. THE TERMS 'PLURILINGUAL' AND 'PLURICULTURAL'

Exercise 2: A proverb in an unknown language

Students will try to make sense of a text in an unknown language. It can be used with classes that speak English and/or German, as well as classes learning English and/or German.

- Students work in small groups of 3-4 people to decipher the text with one student acting as an observer/rapporteur, who does not participate in the discussion but makes notes on the strategies their colleagues use. [Note: if any student knows even a little Dutch, they will need to be an observer].
- Rapporteurs report to the class, with teacher leading the discussion.





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3.8.2. THE TERMS 'PLURILINGUAL' AND 'PLURICULTURAL'

Exercise 2: A proverb in an unknown language (continued)

These are the descriptors of the CEFR which are related to this activity:

Plurilingual comprehension	A1	Can recognise internationalisms and words/signs common to <i>different languages</i> (e.g. haus/hus/house) to: -deduce the meaning of simple signs and notices; -identify the probable message of a short, simple text
Identifying cues and inferring	A1	Can deduce the meaning of an unknown word/sign for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.
Identifying cues and inferring	A1	Can guess the probable meaning of an unknown word/sign that is similar to one in the language they normally use.
Identifying cues and inferring	A2+	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the possible meaning of unknown words/signs from the context.

Key to the text:

To make a long story short, I have had so much to do
I really haven't had the time to drop already a line to you.





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3.8.2. THE TERMS 'PLURILINGUAL' AND 'PLURICULTURAL'

Exercise 3: Parallel texts

Parallel texts can be exploited to encourage students to practice plurilingual comprehension of words/expressions, and in particular to identify similarities between related languages (i.e., 'intercomprehension').

They can also be used for a plurilingual comprehension of the whole text. In this latter case, other languages are resources on which students build to make sense of a new text. **Teachers should select a suitable combination of languages according to the learning objectives and the proficiency level of their students.**

For example, in relation to the text in the next slide, students can be guided to:

1. Look for similarities between the German languages (German and English), starting from a table like the one in the next slide.
2. Work out which expressions in English and German are equivalent to the Romance language (Italian).
3. Say if any of the English expressions have a Romance origin.
4. Identify international expressions (if any) common to some languages.



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3.8.2. THE TERMS 'PLURILINGUAL' AND 'PLURICULTURAL'

Key for suggested answers:

1. Look for similarities between the German languages (German and English), starting from a table like the one in the next slide.

1. Make – machen, long – lang,

2. Work out which expressions in English and German are equivalent to the Romance language (Italian).

2. I have had so much to do (English) – He tenido tanto que hacer (Spanish)

3. Say if any of the English expressions have a Romance origin.

3. The phrase “to make a long story short” came into use in the 1800s. Henry David Thoreau wrote the following in a letter in 1857: “Not that the story need to be long, but it will take a long time to make it short.” The phrase was probably in use before this time, but no records are found before 1857.

4. Identify international expressions (if any) common to some languages.

4. Drop a line (English) – ein paar Zeilen schreiben (German) / so much to do (English) – tanto que hacer (Spanish)



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3.8.2. THE TERMS 'PLURILINGUAL' AND 'PLURICULTURAL'

Exercise 3: Parallel texts (continued)

Plurilingual comprehension	A1	Can recognise internationalisms and words/signs common to <i>different languages</i> (e.g. haus/hus/house) to: -deduce the meaning of simple signs and notices; -identify the probable message of a short, simple text
Plurilingual comprehension	A2	Can understand short, clearly expressed messages and instructions by piecing together what they understand from the versions in <i>different languages</i> .
Plurilingual comprehension	B1	Can deduce the message of a text by exploiting what they have understood from texts on the same theme in different languages (e.g. news in brief, museum brochures, online reviews).
Plurilingual comprehension	B1	Can use parallel translations of texts (e.g. magazine articles, stories, passages from novels) to develop comprehension in <i>different languages</i> .
Identifying cues and inferring	A1	Can guess the probable meaning of an unknown word/sign that is similar to one in the language they normally use.
Identifying cues and inferring	A2+	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the possible meaning of unknown words/signs from the context.
Identifying cues and inferring	A2+	Can exploit their recognition of know words/signs to deduce the meaning of unfamiliar words/signs in short expressions used in routine everyday context.
Identifying cues and inferring	B1	Can deduce the probable meaning of unknown words/signs in a text by identifying their constituent parts (e.g. identifying roots, lexical elements, suffixes and prefixes).

Chinese

傻瓜认为自己是聪明的, 但智者知道自己是个傻瓜。

Arabic

الأحمق يظن نفسه حكيمًا لكن الرجل الحكيم يعرف نفسه أن يكون أحمقًا

English

A fool thinks himself to be wise, but a wise man knows himself to be a fool.

German

Ein Narr hält sich für weise, aber ein weiser Mann weiß, dass er ein Narr ist.

Japanese

愚か者は自分が賢明だと思っているが、賢い人は自分が愚か者であることを知っている。

Italian

Un pazzo pensa di essere saggio, ma un uomo saggio sa di essere uno sciocco.

Greek

Ένας ανόητος πιστεύει ότι είναι σοφός, αλλά ένας σοφός άνθρωπος ξέρει να είναι ανόητος.

Chinese	Japanese	German	English	Arabic	Greek	Italian
			Fool			Pazzo
		weise				





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3.8.2. THE TERMS 'PLURILINGUAL' AND 'PLURICULTURAL'

Exercise 3: Parallel texts (continued)

Plurilingual comprehension	A1	Can recognise internationalisms and words/signs common to <i>different languages</i> (e.g. haus/hus/house) to: -deduce the meaning of simple signs and notices; -identify the probable message of a short, simple text
Plurilingual comprehension	A2	Can understand short, clearly expressed messages and instructions by piecing together what they understand from the versions in <i>different languages</i> .
Plurilingual comprehension	B1	Can deduce the message of a text by exploiting what they have understood from texts on the same theme in different languages (e.g. news in brief, museum brochures, online reviews).
Plurilingual comprehension	B1	Can use parallel translations of texts (e.g. magazine articles, stories, passages from novels) to develop comprehension in <i>different languages</i> .
Identifying cues and inferring	A1	Can guess the probable meaning of an unknown word/sign that is similar to one in the language they normally use.
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Identifying cues and inferring	B1	Can deduce the probable meaning of unknown words/signs in a text by identifying their constituent parts (e.g. identifying roots, lexical elements, suffixes and prefixes).

Chinese

傻瓜认为自己是聪明的, 但智者知道自己是傻瓜。

Arabic

الأحمق يظن نفسه حكيما لكن الرجل الحكيم يعرف نفسه ان يكون أحمقا

English

A fool thinks himself to be wise, but a wise man knows himself to be a fool.

German

Ein Narr hält sich für weise, aber ein weiser Mann weiß, dass er ein Narr ist.

Japanese

愚か者は自分が賢明だと思っているが、賢い人は自分が愚か者であることを知っている。

Italian

Un pazzo pensa di essere saggio, ma un uomo saggio sa di essere uno sciocco.

Greek

Ένας ανόητος πιστεύει ότι είναι σοφός, αλλά ένας σοφός άνθρωπος ξέρει να είναι ανόητος.

Chinese	Japanese	German	English	Arabic	Greek	Italian
傻子	呆け	Narr	fool		ανόητος	pazzo
明智的	賢い	weise	wise		σοφό	saggio



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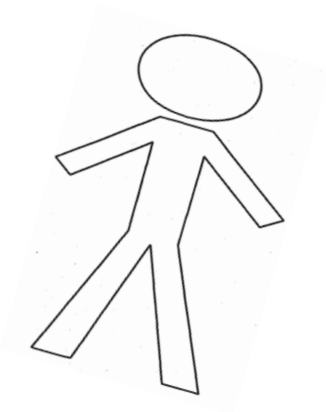
3.8.2. THE TERMS 'PLURILINGUAL' AND 'PLURICULTURAL'

Exercise4: Drawingtime

Remember **your language portrait**? Let's draw your **cultural portrait now!**

Take some time and add all the cultural traits (food, clothes, religion, art, music...) that are/were somehow relevant/important to you. This can include things you do, think, the way you behave... that are important to you. It is up to you how you integrate them or where you place them.

Feel free to get as creative as you like.





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3.8.2. THE TERMS 'PLURILINGUAL' AND 'PLURICULTURAL'

Exercise 4 (continued)

Looking at this representation of yourself answer the following questions.
Take notes (you can add the information in your language portrait if you like):

a. What **significance** does each of the traits you named have for you personally?/Why did you include it (e.g., personal/emotional significance, advantages/requirements in your line of work, related to specific interests like hobbies, etc.)?

b. Is there any specific reason as to where you **placed** culture (e.g., in the legs, in the head, outside/inside the figure)? If so, please elaborate.



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c. In case you used different colouring or added other markers (e.g., flags, symbols, specific words, etc.) for the culture traits: Was there any **reason** for you in doing so? If yes, please elaborate.

d. Have you learned all the things you put in your culture portrait from your mother-culture (e.g., you learned to taste tea in the UK)? If not, can you write that story?

e. To what extent do **linguistic** aspects **influence** the significance of the cultural traits you included in your cultural portrait?



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Perspective A:
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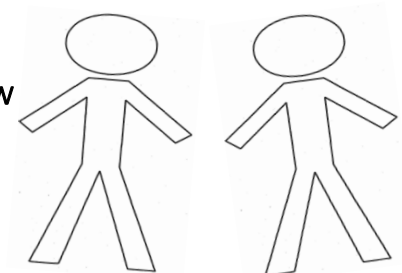
3.8. Classroom practice

3.8.2. THE TERMS 'PLURILINGUAL' AND 'PLURICULTURAL'

Exercise 5: Comparison time

Can you put your both portraits together now
(i.e., your language portrait and your cultural portrait)?

Take some time and reflect on:



a. What they have in common.

b. What are the main differences.

c. How do you think your language portrait relates to your cultural portrait and the other way round.



TEACHING UNIT 4

Perspectives E & F: Solutions for observational and evaluative tools & Digital solutions

In this section you will:

- ✓ *Understand the difference between assessment and evaluation*
- ✓ *Understand the different types of assessment and the evaluation process for intercultural and plurilingual competences*
- ✓ *Understand a wide array of evaluation tools for both, intercultural and plurilingual competences*





TEACHING UNIT 4

Perspectives E & F: Solutions for observational and evaluative tools & Digital solutions

4.1. Warming-up:

Is there, according to you, any difference between 'assessment' and 'evaluation'?

Can you translate the set words into your own language?

Now, please, watch this **video** from Worcester Polytechnic Institute

a. Were you aware of the differences before watching this video?

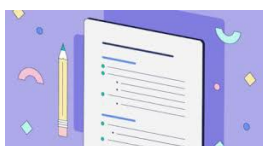
b. Can you now state the main differences in an infographic?
(Resources you can use to create an infographic: [Genially](#), [Glogster](#), [Canva](#))





TEACHING UNIT 4

Perspectives E & F: Solutions for observational and evaluative tools & Digital solutions



4.2. Assessment of intercultural and plurilingual competences

- ✓ Review of the theoretical concepts of intercultural and plurilingual competences
- ✓ International proposals for assessing intercultural and plurilingual competences

4.3. Assessing assessment procedures and tools

- ✓ Diagnostic vs. Formative vs. Summative Assessment
- ✓ Self- and Peer-Assessment
- ✓ Tools for Assessing Intercultural and Plurilingual Competence

4.4. Suitable assessment tools and online resources in specific educational environments

- ✓ Rubrics and e-Rubrics
- ✓ Portfolios and e-Portfolios
- ✓ Assessing assessment



TEACHING UNIT 4

Perspectives E & F: Solutions for observational and evaluative tools & Digital solutions

4.2. Theoretical review

Please, watch this video:



<https://www.youtube.com/watch?v=xVSWaGdCFq8>

(M. Byram, 2008)

In this video, Prof. Byram lectures about the main features of both competences in relation to assessment and how they are understood by the European Commission.

In groups of 4-5 people, please, review these main concepts (see Unit 1 to 3 above) and summarize Byram's main ideas in this session.

Then, groups will gather to put their main ideas in common. Please, answer the following questions throughout your discussion:

a. Are there common features to different educational systems?

b. To what extent you think that citizens' plurilingual and intercultural competences are related to economy?

c. What are the advantages of learning a language regarding the way we see ourselves? Why do you think it happens?



TEACHING UNIT 4

Perspectives E & F: Solutions for observational and evaluative tools & Digital solutions

4.2. International proposals for assessing intercultural and plurilingual competences

In groups of 4-5 people, please, read and analyse the following documents:

- Lázár, I., et al. (2007). *Developing and assessing intercultural communicative competence*. Council of Europe. <https://www.youtube.com/watch?v=xVSWaGdCFq8>
- Hidalgo Downing, R. (2012). The development of plurilingual competence through authentic assessment and self-assessment: case study. *Vial*, 9, 63-84. <https://cutt.ly/Rn2emWj>
- Lenz, P., & Berthele, R. (2010). *Assessment in Plurilingual and Intercultural Education*. Council of Europe (Language Policy Division). <https://rm.coe.int/16805a1e55>

Then, groups will gather to put their main ideas in common. Please, answer the following questions in your discussion:

a. Are there common features to assess both competences?

b. What are the main elements for the assessment of the intercultural competence?

c. What are the main elements for the assessment of the plurilingual competence?

d. Do you think both competences should be assessed as one? Why (yes or not)?





TEACHING UNIT 4

Perspectives E & F: Solutions for observational and evaluative tools & Digital solutions

4.3. Assessment procedures and tools

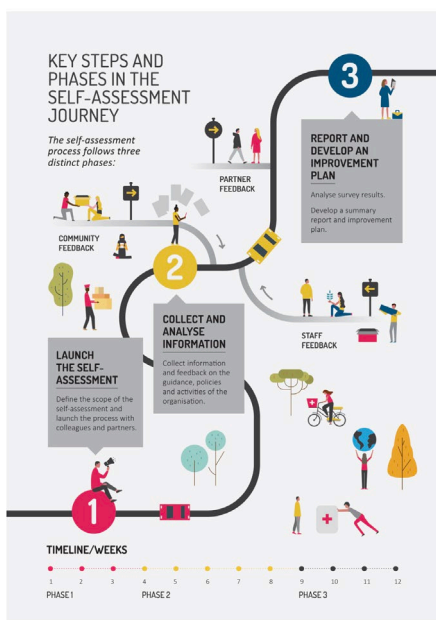
Diagnostic vs. Formative vs. Summative Assessment

Please, watch the next video

Can you give examples of each type of these?

Self- vs. Peer-Assessment

Please, have a look at these two infographics:



Retrieved from: <https://www.chsalliance.org/verify/self-assessment/>

Student Guide to Peer Assessment

Use these three steps to make sure your marking is as good as possible

Relevant
Your feedback must be closely linked to the learning you are doing. For example, if you're doing a lesson developing reading skills, a writing target might not be relevant! You must link your feedback to the success criteria and learning objective.

Example
Giving an example is really useful for the person getting the feedback, it also forces you to think. Bad feedback might say "use more adventurous vocabulary" without actually giving an idea of what words you would take out and change.

Detailed
One or two words is not good enough! 'Better punctuation!' is a bad example of feedback. If this person could say exactly what part of punctuation needed fixing (e.g. speech marks) this would be much more detailed.

Useful Phrases for marking...

- "I like this bit, but why don't you try..."
- "To do even better, you could..."
- "To meet all the success criteria, use something like '.....'"

Remember, when you're giving feedback, make it RED...

R E D

Relevant Clearly linked to the lesson objective or the success criteria.

Example Give an example of how your peer could improve their work.

Detailed Write in clear, full sentences. The more detail you can provide, the better.

<https://cutt.ly/en2uwme>

Pixelchart



TEACHING UNIT 4

Perspectives E & F: Solutions for observational and evaluative tools & Digital solutions

4.3. Assessment procedures and tools

Self-vs. Peer-Assessment

Do you think self-assessment is complementary to peer-assessment?

Can you design an infographic to include both types of assessment?

Tools for Assessing Intercultural and Plurilingual Competence [Fantini](#) (2009, pp. 465-474) offers an exhaustive list of instruments for the assessment of the intercultural competence.

[Seed](#) (2019) offers some ideas for testing plurilingual competence.

Students should use these ideas to combine both types of tools and design a holistic evaluation of the intercultural and plurilingual competence.





TEACHING UNIT 4

Perspectives E & F: Solutions for observational and evaluative tools & Digital solutions

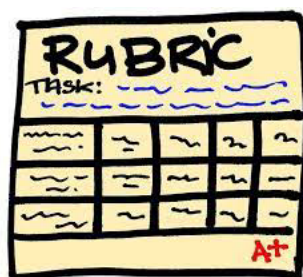
4.4. Suitable assessment tools and online resources in specific educational environments

Rubrics and e-Rubrics

Read [Brookhart's article \(2018\)](#) on how to create effective rubrics and identify key aspects.

Then, make groups of 4-5 people to design a rubric to assess intercultural and multilingual competence for a group of students (Primary Education – choose the subject, year and languages of this group) by using online tools such as rubric-maker.com or rubistar.4teachers.org.

Once you finish, share your work with the rest of the class.





TEACHING UNIT 4

Perspectives E & F: Solutions for observational and evaluative tools & Digital solutions

4.4. Suitable assessment tools and online resources in specific educational environments

Portfolios and e-Portfolios

Read [Orsini-Jones \(2010\)](#) chapter on the ePortfolio software PebblePad.

*Do you think e-Portfolios are useful tools to assess
intercultural and plurilingual competence?*

Chui and Dias (2017) offer samples of the integration of e-Portfolios in the foreign language classroom.

Please, go to Mahara (<https://demo.mahara.org/>) to create an e-Portfolio to the same group of Primary Education that you designed your e-Rubric.

Once you finish, share your work with the rest of the class.





Reflection and assessment: options for teachers

Evaluation tool to be used for teachers of the module

The following examples can be used as essay questions for students, themes for presentations or a basis for the development of student research projects:

Essay questions/themes for presentations:

- Define intercultural competence.
- Define multilingual competence.
- Write an essay on multi- vs. pluri- lingual competence.

Student research project questions:

- Create a SWOT (strengths, weaknesses, opportunities, threats) analysis matrix of the learning process of the module.
- Apply a diagnostic assessment to the learners.
- Compile the material / activities in an online repository (checklists and/ or flowcharts).
- Create a TIC-TOC video to explain your e-Rubric and / or your e-Portfolio.



Mandatory reading list:

- Beacco, J.-C., Byram, M., Cavalli, M., Coste, D., Egli Cuenat, M., Goullier, F., & Panthier, J. (2016). *Guide for the development and implementation of curricula for plurilingual and intercultural education*. Council of Europe
[guide-for-the-development-and-implementation-of-curricula-for-plurilingual-and-intercultural-education.html](https://rm.coe.int/guide-for-the-development-and-implementation-of-curricula-for-plurilingual-and-intercultural-education.html)
- Coste D. (2014). Plurilingualism and the challenges of education. In P. Grommes & H. Wu (eds.), *Plurilingual education: Policies –practices –language development* (pp. 15-32). John Benjamins.
- Council of Europe. (2001). *Common European Reference Framework for Languages Learning, teaching, assessment*. <https://rm.coe.int/16802fc1bf>
- Council of Europe. (2020). *Common European Framework of Reference for Languages: Learning, teaching, assessment. Companion volume*. Council of Europe Publishing. <https://rm.coe.int/commoneuropeanframework-of-reference-for-languages-learning-teaching/16809ea0d4>
- Gómez-Parra, M. E. (2020). Measuring Intercultural Learning through CLIL. *Journal of New Approaches in Educational Research*, 9(1), 43-56. <https://www.doi.org/10.7821/naer.2020.1.457>.
- Kramsch, C. (1998). *Language and Culture*. Oxford University Press.
- Prasad, G. (2020). *Be(com)ing plurilingual allies and activists: Fostering cultural and linguistic collaboration in the classroom*. Course CTL 3001 OISE/University of Toronto, 4, 2020. https://drive.google.com/file/d/1OaCleAvSBAJWSiqR5CeDK8o2NQ_gahTn/view





Suggested further reading:

- Center for Advanced Research on Language Acquisition (CARLA) (2021). *What is Culture?* <https://carla.umn.edu/culture/definitions.html>
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